

## **FAIRFOREST ELEMENTARY**

3050 North Blackstock Road  
Spartanbug, SC 29301

**GRADES** K-5 Elementary School

**ENROLLMENT** 503 Students

**PRINCIPAL** Stephen Krawczyk 864-576-4886

**SUPERINTENDENT** Dr. Darryl Owings 864-576-4212

**BOARD CHAIR** Mr. Lynn Harris 864-576-4212

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	60	26	1	0

#### **IMPROVEMENT RATING:**

**UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Below Average	N/A
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Unsatisfactory	Yes

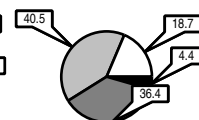
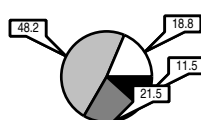
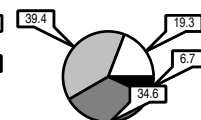
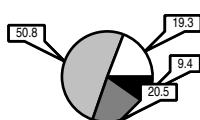
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

60.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	271	95.9	15.6	41.2	36.2	7.0	52.3	Yes	Yes
<b>Gender</b>									
Male	141	95.7	16.4	46.9	29.7	7.0	46.1		
Female	130	96.2	14.8	34.8	43.5	7.0	59.1		
<b>Racial/Ethnic Group</b>									
White	172	95.9	10.1	38.0	41.8	10.1	60.1	Yes	Yes
African-American	51	94.1	15.9	45.5	36.4	2.3	45.5	Yes	Yes
Asian/Pacific Islanders	21	100.0	45.0	40.0	15.0	0.0	20.0	I/S	I/S
Hispanic	27	96.3	28.6	57.1	14.3	0.0	38.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	241	96.7	13.1	42.5	36.7	7.7	54.8		
Disabled	30	90.0	40.9	27.3	31.8	0.0	27.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	271	95.9	15.6	41.2	36.2	7.0	52.3		
<b>English Proficiency</b>									
Limited English Proficient	31	96.8	44.4	48.1	7.4	0.0	11.1	I/S	I/S
Non-Limited English Proficient	240	95.8	12.0	40.3	39.8	7.9	57.4		
<b>Socio-Economic Status</b>									
Subsidized meals	132	94.7	24.1	46.3	29.6	0.0	40.7	Yes	Yes
Full-pay meals	139	97.1	8.9	37.0	41.5	12.6	61.5		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	271	95.9	15.6	53.1	21.4	9.9	51.4	Yes	Yes
<b>Gender</b>									
Male	141	95.7	14.1	51.6	23.4	10.9	53.1		
Female	130	96.2	17.4	54.8	19.1	8.7	49.6		
<b>Racial/Ethnic Group</b>									
White	172	95.9	9.5	53.2	25.3	12.0	57.6	Yes	Yes
African-American	51	94.1	27.3	47.7	18.2	6.8	40.9	Yes	Yes
Asian/Pacific Islander	21	100.0	30.0	55.0	10.0	5.0	40.0	I/S	I/S
Hispanic	27	96.3	23.8	61.9	9.5	4.8	38.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	241	96.7	13.6	53.4	22.2	10.9	54.8		
Disabled	30	90.0	36.4	50.0	13.6	0.0	18.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	271	95.9	15.6	53.1	21.4	9.9	51.4		
<b>English Proficiency</b>									
Limited English Proficient	31	96.8	33.3	59.3	7.4	0.0	37.0	I/S	I/S
Non-Limited English Proficient	240	95.8	13.4	52.3	23.1	11.1	53.2		
<b>Socio-Economic Status</b>									
Subsidized meals	132	94.7	23.1	54.6	16.7	5.6	40.7	Yes	Yes
Full-pay meals	139	97.1	9.6	51.9	25.2	13.3	60.0		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	82	100.0	9.7	36.1	47.2	6.9	54.2
	<b>Grade 4</b>	90	100.0	26.0	40.3	27.3	6.5	33.8
	<b>Grade 5</b>	93	100.0	19.1	49.4	28.1	3.4	31.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	98	98.0	12.4	28.1	42.7	16.9	59.6
	<b>Grade 4</b>	87	94.3	12.5	53.8	31.3	2.5	33.8
	<b>Grade 5</b>	86	95.4	23.5	53.1	23.5	N/A	23.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	82	100.0	5.6	50.0	25.0	19.4	44.4
	<b>Grade 4</b>	90	100.0	16.9	48.1	19.5	15.6	35.1
	<b>Grade 5</b>	93	100.0	14.6	41.6	29.2	14.6	43.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	98	98.0	18.0	52.8	22.5	6.7	29.2
	<b>Grade 4</b>	87	94.3	11.3	56.3	23.8	8.8	32.5
	<b>Grade 5</b>	86	95.4	19.8	51.9	14.8	13.6	28.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 503)				
First graders who attended full-day kindergarten	95.1%	N/C	100.0%	100.0%
Retention rate	1.5%	Down from 2.2%	2.9%	2.7%
Attendance rate	97.0%	Up from 96.6%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.9%		4.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%		3.3%	3.5%
Eligible for gifted and talented	17.3%	Down from 19.1%	15.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.2%	Up from 6.5%	9.0%	8.2%
Older than usual for grade	0.4%	Down from 0.6%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	68.6%	Down from 75.8%	52.1%	51.4%
Continuing contract teachers	82.9%	Down from 93.9%	90.6%	87.5%
Highly qualified teachers**	94.1%	N/A	94.3%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	89.0%	Down from 90.1%	88.5%	86.7%
Teacher attendance rate	95.9%	Down from 97.2%	95.0%	94.9%
Average teacher salary	\$42,970	Down 4.9%	\$40,965	\$40,760
Prof. development days/teacher	9.1 days	Up from 8.4 days	12.2 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 22.8 to 1	18.9 to 1	18.9 to 1
Prime instructional time	92.6%	Down from 93.6%	90.2%	90.0%
Dollars spent per pupil*	\$5,213	Down 7.7%	\$5,896	\$6,044
Percent of expenditures for teacher salaries*	69.7%	Up from 68.5%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.2%	92.0%
Highly qualified teachers in high poverty schools**	100.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Fairforest Elementary School truly exemplifies the feel of "The Little Red Schoolhouse" that refuses to leave any child behind. We pride ourselves in being a community school, where children are always our top priority. This year, we received SACS accreditation for the fortieth year, which confirms our long history of providing quality education. Throughout that time our community has been changing. This past year our free and reduced-price lunch population has increased to approximately 50%, and our ESOL population has grown to 17% of our total student population.

As we strive to meet all students' needs, we have implemented research-based initiatives, comprehensive SC standards-driven curriculum guides, assessment, and professional development. All classrooms have access to instructional software that is correlated to SC standards, such as Cornerstone Math, ELA and Larson's Math. This year, Compass Learning K-6 software and staff development was purchased for the computer lab and classrooms. This software offers a variety of comprehensive curriculum that is aligned to SC curriculum standards and based on the National Assessment of Education Progress standards, which include diagnostic and prescriptive information.

Our school, in conjunction with our PTO, continued to build literacy-rich classrooms for our students. We were able to substantially add to each of our classroom libraries as well as the school library. At the close of this year, we again saw gains in our students' reading levels as measured by our Accelerated Reader program. This year our students surpassed our reading goal by reading and testing in over 34,000 books with an accuracy rate of over 85%.

We feel strongly that the gains our students are experiencing are a direct result of two things. First, our outstanding staff has high expectations for the students and themselves. Second, the school and the surrounding community businesses and a local university have made a team effort that is designed to assist each child fulfill their maximum potential. Some of the partnering projects include: Veteran's Memorials, canned food drives, nursing home projects, and monetary collections for the United Way, the MDA, Pennies for Patients, and the Miracle League. We, as a community, strive to instill in all children the skills necessary to lead productive, successful and meaningful lives partly driven by the desire to give back to others in their community.

Mia Silvers, School Improvement Council President  
Stephen Krawczyk, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	34	80	54
Percent satisfied with learning environment	97.0%	85.0%	88.5%
Percent satisfied with social and physical environment	97.1%	87.3%	84.9%
Percent satisfied with home-school relations	97.1%	87.5%	78.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.